

## **The College of Information Studies Criteria for Review, Appointment, and Promotion of Professional Track Faculty**

The iSchool aspires to excellence in research, effectiveness in teaching, and professional impact through service. In the iSchool's multidisciplinary environment, evaluation of faculty accomplishment is a highly individualized activity, which recognizes that faculty members contribute to realizing the iSchool's aspirations in complementary ways that evolve over the course of a career and vary across positions.

This document specifies the criteria that will be used to evaluate Professional Track Faculty for all appointment, contract renewal, promotion, merit pay, and other periodic reviews in the College of Information Studies (the iSchool). Procedures for these reviews can be found in other documents that reference these criteria.

### **Section I: Application of the Criteria**

The criteria described below indicate the elements on which Professional Track faculty members will be evaluated, but it is not expected all criteria will be applicable in each case. Rather, these criteria must be applied holistically, recognizing the various ways in which individual faculty members excel, differences in norms across the communities in which our faculty members work; unique individual circumstances; and variation in contractually assigned duties. These criteria provide a framework for assessment; actually conducting an assessment calls for the exercise of judgment regarding the degree to which a faculty member has achieved success. The following general points must be considered when evaluating individual accomplishments:

- Evaluation of faculty members takes account of the standards set in peer institutions for comparison.
- Faculty positions vary with respect to their expected duties and responsibilities. Promotion, appointment, and review decisions shall be made based on the overall quality and impact of the candidate's work as related to the job responsibilities outlined in their contract and the relevant evaluation criteria.
- With increasing seniority, the emphasis on (and time devoted to) service often increases. For some senior faculty, most notably academic administrators and center directors, service commitments can grow to become the largest part of their responsibilities.
- The examples given in this document are illustrative, and do not constitute either an exhaustive list or specific requirements.
- The division of criteria into research, teaching and service is for convenience of presentation. Faculty members are encouraged to engage in activities that result in synergies within and across those broad areas. Moreover, the use of the terms research, teaching, and service are meant to be inclusive. For example, research includes all types of research and scholarship, including research on teaching and learning, and teaching includes mentoring and advising.
- Criteria are specified explicitly in this document for two promotion flow points (to Senior/Associate ranks and to Principal/Full ranks Lecturer). Details on the application of those criteria for other reviews are described in each section.

## **Section II: Criteria for Senior/Associate Professional-Track Ranks**

The criteria in this section apply to reviews for promotion to or appointment as a Senior Lecturer, Senior Faculty Specialist, or Associate Research faculty positions. Across all of these positions, the critical factor in promotion reviews and decisions is whether the candidate has achieved a sufficient level of excellence in the area(s) that comprise the primary and secondary duties of their position.

All other reviews for Junior Lecturers, Lecturers, Faculty Specialists, Assistant Research faculty positions, and limited-term Research faculty positions, including but not limited to contract renewal, merit pay, and annual reviews, will be based on progress towards meeting these criteria.

### **Research**

Faculty whose primary duties include a significant research focus are expected to have demonstrated excellence in research, scholarship, and/or creative activities by having:

- Established an active research program with demonstrated excellence and at least one clearly articulated focus.
- Demonstrated progress towards making a significant research impact on one or more research communities.
- Demonstrated impact through scholarly communication activities that are appropriate to the faculty member's research community or communities.
- Demonstrated ability to acquire and manage resources needed to support research.

Candidates for whom research is a secondary or supplementary aspect of their duties should also be evaluated and recognized for their contributions to the College through these activities.

### **Teaching**

Faculty whose primary duties include a significant instructional focus are expected to have demonstrated excellence in teaching, mentoring, and/or student supervision by having:

- Demonstrated a high level of effectiveness in teaching assigned courses
- Demonstrated diversity of instructional ability, with a portfolio of courses and instructional activities of sufficient breadth and diversity to meet the needs of the iSchool's students and programs.
- Contributed to curriculum development and innovation, (e.g., through development of a new course, contributions to revising a specialization, or innovation in teaching methods).
- Demonstrated a high level of effectiveness in research mentoring for Ph.D. or Masters thesis students
  
- Contributed to the development of students and other professionals (e.g., by serving as faculty advisor for a student organization, mentoring alumni or other non-iSchool individuals, organizing reading groups, or working with independent study students).

Candidates for whom instruction is a secondary or supplementary aspect of their duties should also be evaluated and recognized for their contributions to the College through these activities.

## **Service**

Faculty whose primary duties include a significant service or administrative focus are expected to have demonstrated excellence in service, administration, and/or leadership by having:

- Regularly made effective, collegial, and consistent contributions to the shared governance and operations of the iSchool and/or the University (e.g., through service or leadership on standing or ad hoc committees and/or involvement administration academic programs or College level research centers).
- Made effective contributions through professional service activities that have the potential to positively impact scholarly associations, professional practice, and/or society.

Candidates for whom service or administration is a secondary or supplementary aspect of their duties should also be evaluated and recognized for their contributions to the College through these activities.

## **Section III: Criteria for Promotion to Principal/Full Professional Track Ranks**

The criteria in this section apply to reviews for promotion to or appointment as a Principal Lecturer, Principal Faculty Specialist, or Full Research faculty positions.

Across all of these positions, the critical factors in promotion reviews and decisions is whether the candidate has (a) achieved a sufficient level of excellence in the area(s) that comprise the primary and secondary duties of their position and (b) achieved significant impact on one or more external communities through research, teaching or service.

All other reviews for Senior Lecturers, Senior Faculty Specialists, and Associate Research faculty positions, including but not limited to contract renewal, merit pay, and annual reviews, will be based on progress towards meeting these criteria.

## **Research**

Faculty whose primary duties include a significant research focus are expected to have demonstrated excellence in research, scholarship, and/or creative activities and impact on one or more external communities by having:

- Earned a national or international reputation for excellence and maintained an active research program with demonstrated excellence and a clearly articulated focus.
- Achieved continuing and consistent impact through scholarly communication activities that are appropriate to the faculty member's research communities.
- Consistently demonstrated ability to acquire and manage resources needed to support research.

Candidates for whom research is a secondary or supplementary aspect of their duties should also be evaluated and recognized for their contributions to the College through these activities.

## **Teaching**

Faculty whose primary duties include a significant instructional focus are expected to have demonstrated excellence in teaching, mentoring, and/or student supervision and impact on one or more external communities by having:

- Earned a national or international reputation for contribution to teaching, curriculum development, or other aspects of instruction within one or more academic or professional communities.
- Demonstrated a high level of effectiveness in teaching, advising and mentoring students and in mentoring faculty members including post-doctoral scholars and post-doctoral associates, as appropriate.
- Developed and maintained a portfolio of courses of sufficient breadth and diversity to meet the needs of the iSchool's programs and students, and made substantial contributions to curriculum development and innovation.
- Advised Ph.D. students and/or regularly participated in dissertation, thesis and review committees for research students in the iSchool's Ph.D. and Masters programs, in other units within the University, and at other universities.
- Regularly contributed to the professional development of students.

Candidates for whom instruction is a secondary or supplementary aspect of their duties should also be evaluated and recognized for their contributions to the College through these activities.

### **Service**

Faculty whose primary duties include a significant service or administrative focus are expected to have demonstrated excellence in service, administration, and/or leadership and impact on one or more external communities by having:

- Earned a national or international reputation for contribution to academic program development, research center leadership, or other programmatic or administrative activities within one or more academic or professional communities.
- Demonstrated continuing and consistent leadership in professional service that positively impacts scholarly associations, scholarly publishing, professional practice, or society.
- Regularly demonstrated effective and collegial leadership contributions to the shared governance and operations of the iSchool (e.g., through service as a program director, chairing standing or ad hoc committees, or through administrative service).
- Maintained active and consistent involvement in university service.

Candidates for whom service or administration is a secondary or supplementary aspect of their duties should also be evaluated and recognized for their contributions to the College through these activities.